**Introduction of Sample Lessons**

Since art and design have been life-long passions of mine, I chose to plan my sample lessons around the creative process. As an educator I feel real-life experiences are essential for students. They must be able to link classroom strategies to real-life application. Through my sample lessons I aim to link concepts and terminology to hands-on practicing and field experiences. It is essential that students relate to what they are learning and doing. Through differentiating my method of instruction, students have exposure to project based learning through a variety of methodologies such as small groups, direct instruction, critical thinking, hands-on activities and use of film/technology programs.

The modernization of art and design has made way for technology to be utilized in the making of art. Through new technology, the modern day artist has the added convenience of computer aided design and the polish that computers provide for finishing professional media based arts. The artist through the use of the computer has added marketability, value and greater accessibility to their work. Student’s ability to use hands-on technology in the classroom is essential because students learn best by making and doing. The focus of my lessons is to have students use the creative process, traditional mediums as well as the computer to aid them in the art making process. Through hands-on experiences with art and technology the student can follow the creative process of making art in a very practical way.

Presenting sample lessons on art and design is not without its challenges. One of the wonderful things about art is that no two people think the same while creating it. The challenge that is inherent to this is that since we are not thinking the same it is difficult to have students consistently on the same page. By utilizing a process based strategy and having measurable objectives it is possible to track individual progress and success. To accommodate a secondary school setting, students would have a longer time period to learn concepts and practice techniques. Secondary students can achieve mastery of concepts through more hands-on activities and portfolio based assessment over an extended time period.

Participant involvement during my presentation of sample lessons was encouraging. While assessing prior knowledge, I determined there was no knowledge of the concepts being introduced to the classroom. Students were willing participants and through following a step-based process they were able to achieve a successful finished product. Since the explanation of dart manipulation and the creation of miniature models was a new concept for all students, the rate of measurable success (finished models) was unexpected. The outcome was over a 95% mastery rate. While introducing complicated processes, I realized the value of pre-planning and organization to minimize time spent on off-task activities such as handing out directions or distributing supplies.

Through extensive planning I hope to convey that creativity takes forethought and follow-through. While natural talent can be a big factor when creating art, it is also essential to develop a competence and appreciation for all students. This can be achieved through proven measurable systematic methods. When students can understand a step-based process they are better equipped to understand that art is often not accidental and can also be achieved through practice and skill training.